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# Was It Education's Fault?

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*A dialog dealing with the charge that educators should have foreseen and forestalled the economic breakdown.*

TWO gentlemen who had been strolling down one of the winding footpaths of a university's campus moved off the beaten path, struck across the broad, well kept lawns, and approached the dignified ruins of a stone wall. The elder of the gentlemen sat down, and busied himself with repacking his pipe. The other flicked off a choice-looking stem of grass, which he thrust between his teeth, perched his lithe body upon the balls of his feet, and tilted his head up momentarily, lost in reflection.

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Suddenly this poised attitude of contemplation broke. The young man solidly settled his feet upon the ground, dropped the tilt of his head to look squarely into the eyes of his friend, and exclaimed in a voice at once low and tense, a voice betraying something of heat, something of amazement, something of doubt, and much of sincerity: "Your thesis is preposterous! What you say amounts to a damning indictment of a two billion-dollar institution. What you say, if true, drives a knife into the heart of the democratic conception of education. I have great respect for your thinking, but—don't you realize that what you assert, if true, would represent an outrageous travesty upon the public's confidence in public education?"

Quite unruffled, the elder gentleman, who after all was not so old, being about thirty-five, heard his friend to the end, and then composedly remarked: "I fully realize the implications that may be drawn from what I have said; and that there may be no doubt about my ideas, I wish to say once more that the approach made by public education in the United States to the gravest problems of our national life, problems which cry out to the high heaven for a solution, has been shallow. While education dawdled with logic choppers, faddists, absurd researches, and possibly extravagant materialistic expansion, the whole of our society was approaching a catastrophe, a catastrophe which had long been predicted, measured and traced by careful scholars. Yet, so far were educators from appreciating the seriousness of the economic collapse, that it was not till about 1931 that they began to take alarm, and that alarm was not impressed upon them through their observation, but rather through deflationary pressure upon their pocketbooks."

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The issue was joined. The younger man, Clark, a graduate student who the year before had completed a four-year course at the state teachers' college, felt that his friend's remarks were quite unjust, and was determined to leave no stone unturned to make him realize the fact.

"Are you not expecting keener foresight on the part of our educators than has been displayed by the business people of the nation?" asked Clark, and to make the point stronger he added with emphasis: "Business people who make it their first concern to anticipate economic changes!"

"If our educational system had functioned properly during the past generation there never would have been a depression," quickly parried Sloan.

"Your statements, or rather accusations, are nothing if not broad," genially countered the younger man. "Will you explain just how this properly functioning educational system you have in mind could have averted the depression?"

"Clark, there is no mystery as to what should have been done. If you will but remember that the maladjustments which produced the depression have flowed out of a badly distorted philosophy of the relationship existing between the individual and society, you will have the answer."

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The brevity of the explanation surprised Clark. He was not sure that Sloan had finished his statement, but a short unbroken pause indicated he had, so Clark said: "You are really placing the burden for giving answers to my questions upon me. Now, you answer the question."

"Certainly! The essential flaws in American life contribut-

ing to the depression have one common source: the extreme emphasis upon the ideal of self-aggrandizement to the exclusion of nearly all else, and certainly to the exclusion of almost everything but lip-service to the ideal of social responsibility. The life of America has become increasingly dependent, and upon what? Why, upon powerful, competitive, corporate organizations—organizations bent upon achieving profits at all costs.

"Not only did the corporations, the banking houses, and other leading groups strive for success at any cost, but the thousands of individuals serving these industrial giants were themselves fiercely competing in accord with the best traditions of the 'dog eat dog' philosophy.

"No thought was given; no justice was offered to the economically defenceless—the garment workers, for instance, or the people working in the tobacco stemmeries of Kentucky, or the workers in the tobacco fields of Connecticut and Massachusetts, or the cannery people, or the tenant farmers and share-croppers of the south and southwest, or the independent farmers of the northwest. Living in squalor, these people were forced to struggle to maintain a precarious, squalid, subsistence level of living.

"The fuel which fed this insatiable and all-consuming fire of self-advancement was uncontrolled by a spirit of respect for humanity, of the rights of humans as human beings. Instead, human beings were treated as so many economic pawns with labor for sale, and so much appetite to consume what had been produced.

"If during the past fifteen years, public and private education had trained in people, ideals of the social responsibility of man to man, you may be sure that the enhancement of one class at the expense of another, producing in its train maladjustments which finally accumulated to the point where they brought about an economic crash, entailing grave social and political results, would not have happened."

"At worst the readjustments would have been ripple-like in character rather than of the nature of a tidal wave."

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While Sloan had been talking, Clark had listened intently, one foot upon a boulder, his bended arm supported by his bended knee, and in turn supporting his head. Sloan, a graduate student, who was forced out of his position as instructor of history of education in a small college because of retrenchment, had elaborated at such length that his pipe had gone out. So he immediately engaged his attention on relighting his pipe; but, while extremely concerned about this private affair, he was also alert to catch the reaction of his remarks in the keen face of his young friend.

"If I were to reduce your statement to simpler terms," said Clark, "would it be fair to say that you hold an antisocial philosophy to be the primary cause of our shaken economic system?"

"Yes, that doesn't do any violence to my thesis."

"And would you say that it was the responsibility of education to fight that philosophy?"

"Yes."

"And you further feel that education neglected an all-important duty in neglecting to assume that responsibility?"

"Emphatically, yes!"

"And you go so far as to say that education could have successfully combated that ideal of self-aggrandizement?"

"Yes. And it is on that ground that I hold educational practice to have been a miserable, costly failure."

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These questions and answers had come rapidly upon one another. Clark had beeen organizing his attack and was now ready for the "putsch." Sloan was perfectly sure of his own position, and was ready.

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"Sloan, what makes you feel that education could have succeeded in such a role?"

"It seems to me that the philosophy of Henry Ford, and perhaps more particularly the social program of the Endicott-Johnson company around Binghamton, point out the possibilities of instituting a system in which human values are given a dignified place, a system in which the prevailing practice of self-advancement is subjected to the ideal of human service."

"If these two groups were as successful as you indicate, why were not their programs adopted on a broad scale?"

"Well, that's the point, the very point I have been making. If our educational institutions had prepared people to accept such a philosophy, programs similar to theirs would have become general. Instead, we have to go through a rotten depression in order to learn."

"Are there any other reasons that lead you to believe education could have succeeded in such a role?"

"There certainly are. The program laid down by the present administration in Washington, and the similar programs laid down in many of the states, go on the theory that human values should be recognized at their full worth.

"This is also the belief of such economists as Stuart Chase, George Soule, and Irving Fisher. It is also the belief of the militant priest, Charles E. Coughlin, and the free-thinking, able Harry Emerson Fosdick.

"This is also the belief of such educational leaders as Glenn Frank and John Dewey.

"These and many others say that security, stability and equality must be forthcoming, or

our national life will be plunged into chaos. The tragedy of it is that civilized humanity cannot anticipate the evils, but instead must suffer hardships and widespread misery, the fruit of ignorance, blundering policies, and an antisocial philosophy." Sloan paused, put a brisk draft through his pipe, and seeing Clark about to speak raised his hand to silence him, and added: "It is right at this point that the true role of education begins to appear. Education should destroy economic illiteracy, substitute intelligence for ignorance, and carefully inculcate doctrines of Christian ideals into people's minds."

"I have a friendly feeling for the objectives you have set forth; but I think that you have confused the hard realities of fact with your enthusiasm," said Clark.

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"If what I have said is born of unjustified enthusiasm, then the promises of the New Deal fall into the same category, and you are finally forced to face the conclusion that there is no solution through intelligent, co-operative action to the problems of human security in our country. You are compelled to admit that there must be want in a land of plenty, that inequalities of wealth and opportunity, and human misery brought through economic channels cannot be curbed, and that the whole social order will periodically be afflicted, perhaps destroyed, by harrowing depressions."

"I don't believe it is as simple as all that," shot back Clark. "How are you going to handle those economic upsets caused by natural calamities, by new inventions, by migratory industries, by style changes, and by international trade complications?"

"I am not pig-headed enough to believe that these causes can be controlled, but I do believe that a society based on the primary concept of human rights, or the social good, will be so sound in its fundamentals that calamities such as you have just suggested will not undermine the whole structure as they surely did in 1929, or more accurately speaking, as they did during the whole post-war era."

"Now, if I understand you correctly, it is your belief that our whole future is dependent upon the establishment of an economic and social order in which human values must be accorded prime consideration; and that if we fail to establish such human values, we are faced with chaos, and that a leading role in preparation for this new state of affairs will be played by education?"

"That's right."

"Ever since the foundation of our country," began Clark, hitting out on a new tangent, "we have been subjected to a more or less regular pattern or rhythm of economic change, operating along the lines laid out in the Dow-Jones theory of cyclical motion. Always, we have recovered our balance during the readjustment period, and then advanced to new horizons. Why do you feel that we won't this time? It seems to me that your whole challenge to education is predicated upon the assumption that past operations have been misguided, and will be altogether unacceptable in the future."

"That is my idea. What has worked but poorly in the past will be absolutely unworkable in the era that is now opening up."

Clark, sensing that he now has an opportunity to dislodge Sloan, said: "Then, you *do* admit that the expansion and development of America down to the present has been brought about under the impetus of a competitive economy?"

"I have never denied that fact."

"Have not standards of living in America excelled those in European countries? Have not the people of this country had more opportunities than those of the same class in Europe? Does not the great Nineteenth Century immigration to this country prove that?"

"I don't deny that. But I contend that the accomplishments could have been much, much greater, and should have been."

"By every test of contemporary comparison during the past century won't you admit that the evolution of the economic order in America justified its continuance? That is to say, the inequalities existent in our national economy were not nearly so unjust as those in England or on the continent. Of course these inequalities were undesirable, but is it not true that the welfare of the people of the United States advanced further than in Europe?"

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"Looking at the matter from a comparative point of view I agree with you."

"Well, then, don't you think that your judgment on the attitude of educators during both the pre-war and post-war period is unjustifiably harsh? If I concede your contention that we are on the threshold of a new economic era, won't you agree with me that your criticisms leveled against the attitude of educators during the past are based not on fore-knowledge, but knowledge after the fact? Are you not offering your criticisms on a basis of knowledge unavailable to those whom you so bitterly criticize?"

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After Clark stopped talking silence prevailed. Then Sloan said: "You have put up a sound case against my point of view. I have been unfair in my blanket condemnation of education. But educators will be guilty of a great breach of public trust if they take no cognizance of the changed pattern of economic life in America, and the necessity for curbing and challenging the eco-

(Continued on Page 191)

# The Administrator's Main Job

By DANIEL P. EGINTON

THERE seems to be an unfortunate tendency to forget that as important as are the needs for providing such material things as satisfactory buildings, effective budgets, adequate materials of learning, and sound legislation, the primary responsibility of the administrator is to promote the development of capable professional workers in his organization. To quote the words of one of America's foremost leaders in educational administration; *"Good administration does not consist in organizing a machine to grind out a fixed product. . . . The administrator does his greatest work with persons. To secure the right individual for the work to be done and to stimulate that person to do his best work is the real job of the administrator." This principle of administration still needs to be stamped in upon the minds of many of our administrators and those responsible for "training" them. The tendency of many of them to speak disparagingly about the inefficiency of those under their supervision without realizing that they are often evincing their own inefficiency is weighty evidence that they still have to cultivate the larger vision of their job. As a general rule, the better the administrator, the better the teachers; the poorer the administrator, the poorer the teachers.

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The educational administrator must necessarily be a developer of his staff so to speak because he must largely depend upon them to stimulate and guide boys and girls to an adequate education. Teachers can perform their functions only to the degree that they possess the insight and capacities needed for good work. Unless Miss X knows something about fears she will never notice that Mary is a hypochondriac! To the degree that co-workers are inefficient, the organization is inefficient and becomes a tattered garment of shreds and patches. We have thousands of impressive school buildings today which are superficial, hollow shells because so little of real vital life is unfolding inside them. The personalities responsible for helping others to live the "good life" must learn more about the processes of experience and leadership before they can succeed with their job. We have tried long enough to guarantee education through complicated, standardized machinery. We must now put that machinery in the hands of only those who understand its strengths and weaknesses and are capable of developing an organization in accordance with the wisdom of Ruffini, who said: "The teacher is like the candle which lights others in consuming itself."

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The effective educational administrator must offer more than what we call paternal encouragement to his staff! Like the good teacher, he must explore and detect the capacities of those under his supervision and then stimulate and guide the growth of those abilities and aptitudes. In fact one of the checks of good administration is—How much have those developed who have worked in the organization? Thus, the superintendent who has mediocre principals, supervisors, or teachers may be failing to discharge his primary responsibility.

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The state commissioner of education who fails to help his associates grow and formulate and carry out better programs likewise is failing. The university or normal school president who is not helping his staff develop should get a job in a factory where processes can be mechanized and the quality of human personality makes little difference. The administrator must be a guide to his staff in the same manner that supervisors guide teachers, parents, and pupils; and teachers guide parents and pupils and others responsible for the education of the pupil.

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Great as is the need of professional supervision, critical observation will convince one that the typical American administrator now has only limited ability in this line and even less interest. This psychological fact presents one of the most difficult problems for those interested in promoting educational progress. For instance, the typical administrator is much more interested in buildings than in S-R bonds, in finance than in professional fitness, in concrete things than in abstract thoughts or theory, in pupil accounting than in pupil activities, in punch than in personality, in pragmatism than in philosophizing, and in lock-step time schedules than in insuring thoughtfulness and thoroughness. There appear to be three reasons for this condition. First, the large percentage of people who seek administrative work are of the pragmatic, motor-minded, extravert type who want to run an organization; second, the training of educational administrators is largely centred on external questions concerning the setting up and administering of the organization and not dealing with the principles which should be observed in connection with

*Strayer, George D., "Creative Administration," Teachers College Record, April, 1925.

the questions of the educational process; third, after educational administrators are located in the field, the supervision provided by the state is generally so inefficient and inadequate that they get into "ruts" since they are so seldom challenged to think about the real fundamentals of education. They spend practically all their time on the details of running the educational machine—bells, reports, time schedules, curricula, rules and regulations, forms, and what not. Obviously the remedial program must grow out of an attempt to overcome these specific weaknesses. The future perhaps will find us further along the road of securing competent leadership. The results of the past fifteen years are encouraging since progressive education has given so much emphasis to the importance of competent teachers, supervisors, and others.

# Teaching in the Small Town

By R. H. JORDAN

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Cornell University

*What a young teacher does after school hours has an important bearing on her success or failure.*

TEACHING in the small town! Is it a privilege or a penalty? Certainly the young person, full of the ideal of service, looks upon it as a privilege. And yet that young teacher who is city-bred and who too frequently has a false perspective, sometimes feels that she is penalized when she is told that her first experience in teaching is likely to be in a very small village. She must realize that, after all, it is a privilege to be allowed to teach at all in these difficult days, but, more than that, that it is a privilege to teach where she can come to know intimately her pupils, their parents, and the life of the community. She must further realize that, although unfortunately she will perhaps lack the same type of capable help and supervision which she might well receive in a good city school, yet this is partly compensated by the opportunity for standing on her own feet, developing self-reliance, and above all, developing her social possibilities. If this beginning teacher has not been accustomed to the environment of the typical small village, she naturally has a great deal to learn. And any assistance that can be given by the teacher-training institution in giving her a clear picture of conditions to be met is usually welcomed with enthusiasm.

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One of my own students, herself a resident of a small village, recently wrote a statement which seems worthy to be passed on to all young teachers. It is here presented:—

"A teacher going into a small town should be cautious about everything she does, while at the same time giving an impression of friendliness and of going more than half-way without being offensive and gushy. The teacher should be careful about the place she rooms—it is usually best to room at places where teachers are accustomed to room, taking the advice of the principal or hiring committee. She should be friendly with her landlady, but be very careful not to start talking about the school. The landlady will undoubtedly try to pump her. In the school itself the new teacher should go slow with her acquaintances. There are often cliques inside the school which one needs to get the drift of before jumping either way. In the school I know best there are two teachers who are kept because of various reasons, but who are not liked by the other teachers. They are always the first to make overtures to the new teacher. If she falls for these she loses any hope of ever getting into the good graces of the faculty as a whole or at least it will take long and patient work.

"A teacher's safest bet is usually the church. She should go at once and quite steadily. If she will try a little she will find many people there who will be very friendly and many enjoyable contacts can be made. If she can sing at all she will be appreciated in the choir, but, for goodness' sake, don't start to try to run or reform it. The teacher will probably be asked to take a Sunday school class also. She should be careful not to talk about the school.

"If there is strong feeling in the town about teachers being away a lot and about spending all their money outside of the town, try to stay and try to spend. If you decide to buy a car, if possible buy it there. Don't come back and flaunt a new car before the half-starved car dealers of your small town who pay your salary.

"Above all things, watch whom you go out with. *Never* the High School boys! and find out something about the town boys before you accept a date with them. Find out the town's moral standard for a school teacher,

and stick to it. The lights in all the houses will be out, but half the town will know by the next noon when you come in. I have sometimes been of the opinion that some people in a small town never sleep. They can't or they would occasionally miss something and they don't."

# Is Johnny a Fool?

By ARTHUR DEAN

WE have had the "iron age," the "steel age," and the "concrete age." Now it is the "test age" and its godfather is the psychologist. When the last now-the-truth-may-be-told book is written it will in all probability prove that the psychologist won the war.

At present he is the big chief in the public school system. He has developed wonderful formulas for actions of humans through the study of mice. He has vivisected cats that he might know about boys.

Just now through his I. Q. he has made more than one parent ill through the thought that his child is a moron. Or he has made many a parent swell with pride because his Johnny or Susie has been found "to have the highest I. Q. in the class."

The psychologist is abroad in the land. He has everyone on the run. He wields his mental measuring stick and every one is awed. He is now swinging the axe of tests.

He tells us that a child of $x$ years should know $y$ words, and be able to add $z$ figures of $w$ places. He demonstrates that there are $z$ percentage of people below capacity to master Wentworth's improper fractions and $y$ percentage of those who can tell why George Washington was.

The public does not know what it is all about. But the average person is always impressed with the unknowable. An 'ism or an 'ology goes a long way in these days.

My prophecy is that these "tests" will have a lingering death. Some day the spirit of real intelligence of children will receive some attention with a far less arbitrary measure.

Some day we will learn that a smile, a knowledge of how to count change, a good body, a technical knowledge of one's business, a human understanding and a general application of good horse sense may produce an efficient worker, a good citizen, and a decent parent.

He may or may not know a lot about fractional inversions or respond properly to the correct index finger reactions when tickled in the fifth rib.

To measure the capacity for living by ability to pass reading, writing, arithmetic, and reaction tests is to play with the Infinite. School progress is not the same as life progress as the lives of great men testify.

Tests are all right in their place, but their place is not so large as some educators would make us believe.

In the opinion of many sane educators not carried away by the 'isms and 'ologies of a day, the I. Q. idea means Immense Question, not yet solved.

# I Am a Teacher

By ASHER J. JACOBY
Norristown, Pennsylvania

I am a teacher.

I am proud of my profession.

I will do all I can through preparation and service to make my work increasingly valuable and effective.

Daily will I strive to be better prepared for my duties and privileges.

The joy of serving shall be my inspiration.

I will help my pupils to become healthy, vigorous, and strong.

I will help them to be keen observers, to sharpen their powers of imagination for invention and discovery, and to think straight.

Good conduct and strength of character I will help them to acquire.

I will help them to experience the joy of wholesome living.

I will help them to unlock the treasures of the world of knowledge and give them the key for all time.

I will help them to become good citizens, honest and intelligent workers, wise fathers and mothers, and good, joyous, wholesome, and helpful friends and neighbors.

In short, I will dignify and ennoble my work by always striving for the highest good of the child.

I WILL DO MORE.

By my words and acts I will magnify the teacher's calling to my fellow-men and show them that the laborer in the child's kingdom is worthy of adequate compensation.

# Clay in Her Hands

By NATALIE WAGNER

Bessemer, Michigan

## *Awarded Second Prize in the Journal of Education's Second Annual Short Story Contest*

"CLAY in your hands" . . . that is what the superintendent had said to Mary Morgan four years ago . . . the day she began teaching the fifth grade . . . and each passing year she realized more and more that the task of the molder was not an easy one.

How full of new ideas and teaching devices she had been that first day! She was going to be the ideal teacher she had studied about in her Education classes . . . a sympathetic, kind and understanding soul, whose voice would always be soft and low, and she would never lose her temper!

As a child, Mary had played "school" whenever she could muster up a class, and when unsuccessful in that, she always had a box full of paper dolls who would oblige. Now she would actually have real live pupils who would look up to her as she had once dreamed they would . . . children who would yield at the slightest touch. . . . "Clay in her hands."

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But how differently things had worked out. She was a success so far as results in actual teaching of facts were concerned. The children were always well above average in all their tests. But there was something missing. It always took so long before she really knew her pupils. . . .

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Mary Morgan came to her senses with a start. The first bell was ringing and she had been sitting at her desk daydreaming . . . trying to figure out the intricate workings of the delicate mechanism of human nature. Two months of the new year had passed and she seemed no closer to her group than she had been the first day of school. True, by the end of the year she would know and love every one of them, but that wasn't what she wanted. She wanted to enjoy and know them now . . . not when she was ready to give them up to some other teacher. The human clay wasn't so pliable after all. It was hard and would not mold as easily as she thought. There was something wrong with the way it was being handled, but what?

"Miss Morgan, you should have seen my little brother this morning. He took his first step. . . ."

Right on time was Johnny East, bubbling over with petty news, anxious to have his little chat with "teacher." Poor Johnny! He never did get very far before a dozen other "Winchels" were crowding around the desk, on his heels . . . with . . .

"Miss Morgan, my little sister said 'Daddy'. . . ."

"Yesterday was my mother's birthday. . . ."

"Miss Morgan. . . ."

So the conversation gained momentum until it sounded like the roar of the mighty Niagara. Like a stampede, there was no way to control it.

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Mary remembered only too well a page in her Education notebook. . . . "Encourage your pupils to confide in you. It makes for a better understanding between teacher and pupil."

How very well that would have worked out if each child had been a machine . . . timed to talk in turn; but when forty little minds and hearts are vibrating with the "news of the hour" what was a poor teacher to do?

"You'll have to take your seats now, children. Just look at the clock. . . ."

That was the way it usually ended, and how reluctantly they obeyed! How hard it was for them to turn immediately to their lessons with some untold message on their lips! Forty pairs of eyes seemed to accuse her of failing in her duty. Forty little strangers sat before her. What were they thinking?

"Miss Morgan, we get a half-holiday this afternoon, don't we?"

The children had had a hundred per cent. in attendance for four long weeks and that afternoon they were to have their reward . . . a half-holiday! How hard they had tried; even little Frank Muskovich, who had been tardy daily the first month, had just "made it" every day in October. Yes, there he was again. *"On Time!"*

"Grade Five . . . 100 per cent.," Mary wrote on the daily absence slip when a shy voice said:—

"Carl Nurmi isn't here . . ."

The room became breathlessly quiet, but disappointment and heartache cried out.

That was the beginning of an eventful day, and it ended, as did every day, by Mary writing in

a large black book which she had named, "*The Diary of a Teacher.*"

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"What a day," she wrote. "Everything went wrong. It started with Carl Nurmi being absent and spoiling the day for everybody by breaking the hundred per cent. attendance record. I was just beginning to make excuses for him, thinking he might be ill, when his sister Taimi came in and said he had gone to Ironwood! Of all reasons! Then I lost my temper and sent her away in tears before she could say more. My good resolution broken again!

"Then when everything was in a state of more or less turmoil, Mr. Heide came in to observe my hygiene class. Horrors! The lesson assignment called for a review, so I had to go through with it. I called on Julia, one of our leaders, to tell all she knew about the care of the hair, and she stood as if struck dumb. . . . Didn't utter a sound. Her charming example put the damper on the whole class. It took five minutes before I could get anyone to say a word, and it ended with the principal picking up and leaving with a bored expression written all over his face.

"What's wrong with me anyway? I wish this clay were as easily molded as that we used for relief maps today. . . . But I learned one thing . . . the clay has to be warmed before it *becomes* pliable. . . . I wonder? The older I get, the more I realize what a man-sized job this teaching is."

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Carl was at school Monday, but for fear of opening a new vent to her ire Mary decided to bide her time until she could calmly discuss the matter with him.

Then came the language class that was to go down in Mary's book in red letters. The lesson plan read, "Letter Writing," and for want of a better idea she said:—

"Today you may write your letters to me . . . be careful of your form, paragraphing and punctuation. . . ."

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That night in her room, Mary tackled her stack of language papers with a sigh. They were usually so tiresome, but after reading the first letter she was no longer bored. Grammatical errors, mistakes in punctuation, incorrect form . . . all these faded into oblivion as she read on at a feverish pace. Like an unfolding bud, each little heart was opening in the childish scrawl which lay before her.

The first letter was from Johnny East. It was six pages long, and told in detail about Little Brother. Victory was written all over it . . . he had finished his tale . . . uninterrupted.

Another began: "I am so glad you are letting us write to you. Now I can tell you everything that I'm afraid to talk about. . . ."

Frank Muskovich told his little story in few words. . . . "My mother had her baby yesterday, so I won't have to be late washing dishes in the morning any more."

Then came Carl's. . . . "I'm sorry I stayed out Friday, but the cow switched my father in the eye with her tail, and I had to go with him to the doctor up Ironwood. The doctor said we just came in time. My father can't talk English, so I had to go. . . . My sister would have to pay full fare on the bus. Miss Morgan . . . it was the first time in my life I was ever in Ironwood. . . ."

Then he went on to tell of the wonders he had seen . . . it was a veritable Fairyland to him. It seemed incredible that a child living fourteen miles from this little city had never had the opportunity of visiting it before. . . .

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Mary Morgan's eyes filled with tears, "And to think I begrudged him this . . . why, it was worth all the half-holidays in the year!" And silently she thanked the Unseen Power which had given her patience to postpone her reprimand that morning.

Then came Julia's letter . . . telling about a quarrel her mother and father had had Friday morning just before she had started for school.

"I was so upset, Miss Morgan, that I just couldn't recite. I was all choked up. *I was thinking of my mother* and how badly she felt."

Only a few lines were written in Mary's diary that night but they told, oh, so much!

"I think I have found the way . . . hereafter letters will be written to me every Monday . . . and what's more, I shall answer them at least four times a year. I'm sure it will be worth the effort."

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And so it was that the next morning Mary Morgan saw her charges in a different light. She saw beyond the surface into the depths of each little heart. An atmosphere of peace prevailed and smiles of contentment, satisfaction and understanding filled the room. She had found a way to warm the clay.

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"If we need more jurists among lawyers, more medical scientists among the doctors, and more statesmen among the politicians, we need also more educators among the pedagogs." —Dean Henry W. Holmes, Harvard University.

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# TODAY'S ENGLISH

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## *Was It Education's Fault?*

(Continued from Page 185)

nomic philosophy which has created both the strength and weakness of America as we find it today."

Clark was not yet satisfied to let the course of conversation turn to the future role of education. This was the time to drive home another telling point in defence of education.

"Before we take up the future," said Clark, "I want you to consider another angle of the educator's problem during the past. Public education, particularly secondary education, has a history hardly a hundred years old. During the past century education has been struggling to firmly establish itself in the United States. Education has had to carve out a place for itself in American life. The idea of public education has always been recognized in our country, but its principles have not been realized without a struggle both inside and outside the educational ranks. You know that.

"Horace Mann was a fighter. What he got he had to fight for. Merely because education is entrenched today, and let us hope it is firmly entrenched, we must not forget that it was not always so. We must in fairness recognize the fact that public education and educators were fighting with every ounce of energy to create the institution we now have. They fought to give us what we now have, and it seems hardly just to have expected them to jeopardize their victories by contending against economic doctrines which from the time of their formulation in the Eighteenth Century had evidently worked successfully."

"In other words," said Sloan, "you believe that I have placed the educational profession on a superhuman pedestal, and then judged?"

"That's it, precisely," flashed back Clark, talking very rapidly now, as he perceived his friend's position crumbling, and was aware that he would frankly admit his position to be untenable in a moment. "You have held educators up to a standard so high that you would expect them to build up an important educational system, and coevally with that, launch an attack against the economic system championed by the shrewdest leaders in the country."

Once again Sloan gave pause before replying, and then frankly said: "I have attacked our educators with insufficient justification. My position has been too extreme. Clark, this conversation of ours has cleared my mind on this subject. But you will

find me more able to defend my other thesis, that educators should now play a leading role in rebuilding an outworn philosophy of life for the American people."

"Sloan, I have greatly enjoyed this discussion, and believe me it has served to clear my own mind of many questions. But, Sloan, look at the tints of delicate pink playing on those clouds just above the trees, aren't they beautiful? Do you realize that the sun will soon slide out of sight behind those hills? And don't forget that I am not enough of a philosopher to forget to be a hungry animal. Let's go. And tomorrow, be prepared or I will loosen you from some more of your ideas."

A moment later and the two gentlemen were again discovering their way down the winding campus path, silhouetted against the blazing glory of a setting sun in the springtime.

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# Rural Adults Want to Learn

By C. S. ANDERSON

Department of Rural Education
Pennsylvania State College

*Yet last year adult classes were available to less than four-tenths of one per cent of our rural adult population.*

IN recent years the term "adult education" has been widely used in educational literature and in the press. What is adult education and to whom does it refer? A careful perusal of writings reveals that adult education is as variously defined as the term education itself.

The studies of Dr. Thorndike dispel any doubts of the ability of adults to learn and contribute materially to the program for adult education. Dr. Thorndike pointed out in his "Adult Learning" that apparently the normal individual of thirty to forty-five years of age is probably better able to learn than he was at the age of fifteen to seventeen, provided he really wants to learn. His conclusion that the time of greatest learning ability comes at a period when most people are not in organized schools has served to focus the attention of educators on a program of education for adults.

Like a great many other educational movements, adult education was first conceived in the urban centres, and has today made its greatest progress in the cities, among industrial and highly specialized vocational groups. It has been said that the story of civilization is that of the cities dragging unwilling countrysides to progress. At least the epigram holds true in respect to the problem of promoting programs for adult education.

Leaders in adult education recognize that many of their greatest problems are to be found in rural areas. Illiteracy throughout the world is more a problem of the country than of the city. Rural isolation creates great difficulties for all forms of education. The majority of the people of the world and of this country are rural. If not actually living by farming they are employed in rural areas and in pursuits closely related to agriculture. Last year it was estimated that adult classes were available to less than four-tenths of one per cent. of the rural adult population of the United States. Plainly the opportunities for effective, systematic adult instruction in rural communities are not abundant.

According to Schmidt and Ross,* we have had an entirely wrong attitude toward rural adults, particularly the farmer and the farmer's wife, in regard to their learning abilities and to their educational needs. We have assumed that these adults have no problems capable of solution in school, that they have no needs for school instruction, that they are not receptive to instruction, and that they will not come to school. Too often our attitude toward rural adults has been a negative one; "they cannot learn"; "they are not interested in improvement through learning"; "they are not interested in schools." It is a fact, however, that farmers read, they go to church, they listen to the radio, they attend lectures, Grange, public meetings, and many educational gatherings. As a group they are eager to learn and are found to be generally very receptive to educational leadership.

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There are two major reasons why the public schools are at present not able to assume more of the responsibility for promoting adult education in rural communities. First they do not have sufficient trained leadership among their teachers to take the responsibility for the problem; and, second, existing financial resources are inadequate. The communities must have their personnel and resources supplemented by outside sources in order to carry on reasonably adequate adult education programs. In agriculture and home-making there is a national plan for rural adult education, supported in part by state and federal funds. In these two branches of rural education the greatest progress has

*Schmidt, G. A., and Ross, W. A., "Teaching Evening and Part-time Classes in Vocational Agriculture." The Century Company, New York.

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been made in promoting effective adult education programs.

For the most part the adults who seek help through part-time or evening classes desire vocational training. They want to know how they can earn a better living at their chosen vocation. The farmer wants to know how to become a more efficient farmer and his wife wants to know how to more effectively manage her household.

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Of course there are other impelling motives which may arouse the interest of the adult in studying. For many adults the cultural values that accrue will be of prime importance. With unemployment and the present tendency for people to shift from one vocation to another, to anything that promises a living, adult courses may render guidance assistance. For some these courses may be a means of learning how better to use their leisure time. In speaking on the problem of adult education before the New Jersey State Teachers Association, Miss Frances Perkins, Secretary of Labor, pointed out that adults will demand that courses be practical, attractive, and recreative.

Farm organizations, religious organizations, the agricultural extension service, radio programs, correspondence courses, circulating rural libraries, and numerous other services are all contributing to rural adult education. However, the brunt of responsibility for the advancement of rural adult education rests with the public schools, and the teachers of vocational subjects that are now being offered in the public schools are the group of workers first looked to for assistance. In rural communities this generally means the teacher of home economics and the teacher of agriculture.

Dr. William H. Bristow, chief of the Bureau of Education, Department of Public Instruction, Harrisburg, Pennsylvania, and his staff in vocational education have enumerated appropriate suggestions to teachers as to the conduct of adult classes and activities. A number of their suggestions are herewith reiterated as guide posts to the teacher who would undertake and carry out a successful program in adult education, a program which will stimulate the interests of adults and which will warrant their continued participation in the activities provided.

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1. Where the number of individuals participating in a given group activity makes classification possible, time should be devoted to grouping such participants on the basis of age, interests, achievement, and capacity.

2. The teacher of classes for adults should be prepared to develop, as largely as possible, a round-table-discussion procedure.

3. Texts, materials, and conduct of group sessions should be, at all times, in keeping with the dignity of the years of those constituting the class.

4. The teacher must be the leader of the group and at the same time must submerge his own personality so as to give an opportunity for the group to assume responsibilities both in the planning and carrying out of the activities in which they are engaged.

5. It is suggested that an advisory committee be elected by each class to help in planning and directing class work into channels best suited, in their judgment, to the interests and needs of its members.

6. Members of the class should participate in planning the field to be covered, and the approach and development to be made, by open discussion of the plans recommended by the teacher and supervising committee.

7. Care should be taken to secure the active participation of every member of a class in the activities which are carried on, self-expression by such members being the major objective.

8. An informal atmosphere should prevail in the class at all times, permitting an open and free exchange of observations and argument.

9. Class sessions should be socialized as largely as possible, the teacher directing the thought of the group by occasional observations, questions, and remarks.

10. In all fields the value of the subject-matter considered should be definitely related to social well-being.

11. In the direction of class work, the teacher should strive to secure discussions of practical applications of all scientific, mathematical, and sociological principles discussed.

12. One of the outcomes of adult class activities should be the development of a program in which those who are members of the class do things for themselves and carry over the activities begun in the class into community and home-life situations.

13. Special assignments to individuals for brief informal reports to the group on topics of general interest will stimulate interest.

14. As an important phase of the service to be rendered in adult class work, it is incumbent upon the teacher to exhaust all local possibilities in securing supplementary reading and reference work for special assignments.

15. Interest can be stimulated and interesting developments obtained by relating subject-matter in all class work to the vocational and avocational interests of the members of the class.

16. Class journeys to easily reached local places of interest related to the study program of a group, followed by individual reports and group discussion, are always helpful and effective means of teaching.

17. Since the question of scholastic credit does not enter

in and since adult class work aims to approach the natural learning conditions of life situations, formal tests of achievement and final examinations should be omitted, except as requested by the group.

18. All who are employed as teachers and leaders of educational activities should recognize their responsibility for emphasizing constantly national community of spirit, and group responsibility for the welfare of its members, and should make every effort to instill confidence and courage into the morale of their respective class groups.

# *All in the Day's Work*

By FRANCIS READ
A High School Principal

### *Why Should Police Get More?*

Two of our faculty today were bewailing the fact that the ordinary policeman in this city gets nearly twice as much salary as many of our trained and experienced teachers. The question was why a condition of such unfairness is allowed to exist.

It is not because the surplus of those who wish to teach is greater than that of those who would like to be policemen.

It is not because the work of policemen is considered more important than the work of teachers.

The reason why policemen are paid better than teachers is because policemen have political power. They live in this city. Many of them own homes here. They have relatives in the community, and neighbors, and friends. They have religious and fraternal affiliations. They control votes.

Our teachers, on the other hand, are ineffective politically. They call their home somewhere else. They spend their week-ends and their vacations elsewhere. In this community they are unknown except in small circles. Many of them are not even voters here.

Teachers will not get their deserts until they are in a position to demand them. They will gain this position only by becoming a vital force in the community in which they live.

### *Do You Drive or Lead?*

"What part of a teacher's effort may she reasonably expect to devote to leading her pupils, and what part must she use in driving them?" This question came up at our teachers' conference today. We came to the conclusion that a teacher should be able to lead at least 95 per cent. of the time.

The leader plans her work and then works her plan. She has a cheerfulness which becomes infectious. She directs by suggestion and inspires by example. She trusts her pupils. She praises and rewards good work.

The driver is apt to be careless of her preparation and example. She has little confidence in her students. She scolds, threatens, and punishes them.

The leader elicits from her pupils friendliness, co-operation, and ambition to achieve.

The driver develops in the boys and girls attitudes of apathy and antagonism.

A few students, as a result of unfortunate home influences, will probably have to be driven. But the ideal towards which all teachers must press is 100 per cent. leadership.

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### *Wanted to Help Us*

A very cordial man came to my office. He is the new pastor of a local church. He said that he had thought of a way to do something for our school. He stated that a famous missionary of his denomination was to be in the city for a series of evangelistic meetings, and he would like to arrange for him to address our assembly. "The man would not expect to give a religious talk to your students," he said, "but he would be glad to come in and speak on the subject of India."

Of course the situation was familiar. The gentleman would gain considerable publicity from his appearance before our student body. Besides, the school would appear to endorse him and his work.

Usually it is not necessary, or desirable, for us to go far to get material for our assemblies. A great variety of good talent exists right in our own institution. Inspirational programs of music, drama, and speeches are provided by teachers and students. When we go outside for our talent we make our own choices, and we select those who have no axe to grind.

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# *The Teacher and the Times*

A NEW DEPARTMENT IN WHICH
THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

## Foreword

THERE is today a recognized need for instruction in current problems in all the schools. This need was stressed from many a platform in Atlantic City when the Department of Superintendence met there recently.

The very focal point of discussion at that conference was whether teachers should be free to present the facts about undesirable social conditions and to discuss possible reforms. In most communities this will be permissible, provided the instructor is not too cocksure in his advocacy of specific plans of solution.

All teachers engaged in school work, whether they actually are to teach social problems or not, will find increasing necessity for being well informed and for studying the trends of thought and action throughout this nation and the world.

It is by way of contributing however modestly to the cause of clearer social thinking that your editor inaugurates this new feature.

Your suggestions, criticisms, and questions are invited.

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## The American Ideal

THERE is a wide divergence of opinion as to what constitutes the American ideal. The only agreement seems to be that there really is one.

In the heart of every American who is not blinded by his own greed or the false ambitions of his group or class, there is at least a belief that every American family and every adult should have an opportunity to acquire a decent livelihood and to develop innate capacities for intellectual, aesthetic, and spiritual living. The right to life, liberty, and the pursuit of happiness has always been a fundamental American ideal.

A vast and complex economic system has developed, which at times blocks the pursuit of happiness for many individuals and groups. Reasonable assurance against exploitation and unemployment is today necessary if fair play is to be maintained.

A sharp diversity of opinion arises from differing theories of how to bring this desirable and humane objective to realization.

Some are so anxious to preserve what they call "rugged individualism" that they would rather overlook the sufferings of multitudes than have individual liberty curbed. Others belittle individualism and would like to see a great deal of social planning by the government. They have no fear of regimentation—a dreadful word to the individualist.

Perhaps most of us would agree that we should keep just as much as possible of the individual initiative and liberty which have contributed to make ours the most prosperous of nations; and that we must somehow solve the problems of this highly organized industrial and commercial age so as to give reasonable opportunities to all.

The American ideal includes a square deal for everybody.

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## Why the Constitution?

INTO the mass thinking of Americans has somehow crept a question that heretofore came only from the lips of the most radical.

That question is: "What good is the Constitution of the United States?" The questioner continues:—

"What is there so sacred about an old document written by men who couldn't possibly have known how things would be today? Wouldn't we do better if we made our own laws as we want them, and just forgot there is a Constitution?"

A correct answer would perhaps start with a concession; an admission that the Constitution is not Holy Writ. It can and should be changed from time to time as new conditions arise to demand readjustments. There should never be any refusal to amend the Constitution where amendment is desirable. The thing that should make us respect and preserve the Constitution is its practical value.

It is a Charter of Liberty for us all.

It is our defence against the willfulness of a temporary majority. It is a check on hasty and ill-advised legislation. It makes for consistency rather than a jumble of conflicting laws. It is an excellent balance wheel for a people easily swayed by the emotions of the hour. It defines governmental powers and provides a respected tribunal —the Supreme Court—to umpire the acts of President and Congress.

To defend the Constitution because one admires its authors or feels they were inspired, is not a modern answer to the doubts of doubters.

## Freedom of Speech

FREEDOM of speech is a right which should be cherished by all of us, for it is vitally important to the preservation of our other liberties and the Constitution itself. Yet the right of free speech is most frequently invoked by extreme radicals.

This is somewhat illogical—when you consider that the first thing extreme radicals do when they get into power is to abolish freedom of speech, muzzle and control the press, and employ radio, the motion pictures and even the schools to disseminate propaganda for the new regime.

Shall we, on that account, deny freedom of speech to those having revolutionary ideas?

This is a touchy question. In certain emergencies it may be expedient or even necessary to stop the mouths of agitators. But as a general rule it is better to let them "get it out of their systems." Nobody has to listen. And to deny utterance to extreme ideas is to provide excuse for further grumbling.

If news and opinions are suppressed, there is no end to the tyranny which can be exercised.

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## Right, Center, Left

WHAT is your position respecting economic, governmental and social changes? Visiting a typical European parliament and observing it from the platform of the presiding officer, you would see the various party groups seated in an order determined by their political beliefs and attitudes. On the right would be the reactionaries, possibly monarchists or those in favor of vested interests and autocracy. Next would be ranged the conservatives, those desiring to preserve things as they are. Then would come the liberals. Your eyes are past the center now and moving to the left. One after another you note the socialists, the communists, and, on the extreme left, the anarchists.

If you belonged to a legislative body with such a seating arrangement, where would you sit?

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## Utopian Plans

ALL of us should get over the notion that some grand scheme is going to work a miracle and wipe away our troubles. Most of us can remember the Utopia that was to be ushered in by prohibition, and the diluted benefits which really followed. We can remember what a gain to public health, intelligence and morals was to result from equal suffrage. In this case, too, the realization lagged far behind the hope.

So we may expect it to be with other panaceas.

Many short cuts are proposed today that involve putting one class of people on Easy Street at the expense of other classes of people.

We must learn to look askance at promises of honey and clover that are too alluring to be safe.

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## The Crime Problem

MOST of the major crimes committed in this country are interstate affairs. They are executed by persons equipped with rapid means of crossing state lines and evading state or local officers of the law.

The present organization and efficiency of criminals, gangsters and racketeers can only be met by equally well organized and effective police and prosecuting systems.

The Federal government, under the so-called Lindbergh law, has undertaken responsibility for the solution of kidnap cases. A single year under the new arrangement has witnessed virtually a 100 per cent. clean-up of reported kidnappings.

The handling of other important crimes is likely to be taken over by the Federal government and its Department of Justice.

Meanwhile the states themselves will increase their co-operation with one another and with Washington. Internally the states will strengthen their police functions and will seek to unify and standardize local police departments. In such manner will many of the loopholes through which criminals escape be closed.

Criminal trials will need to be speeded also.

And when all those things are done—certain fundamental causes of crime will still remain to be removed or reduced. One such cause is unemployment—especially the neglect of youth in its upper teens.

Another cause is human weakness and perversity. Will Rogers sums it up as selfishness.

There is no perfect remedy for crime, because there is none that takes into account all its causes.

Reform will necessarily be slow. But this fact would be a poor excuse for not taking every sensible step possible to prevent and punish crime.

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## Recovery's Robin

EARLY figures on the Federal income tax payments made around March 15 of this year showed the total 29 per cent. above the corresponding total of a year ago. And this in spite of a 10 per cent. reduction in the tax on earned incomes this year.

There could be no surer sign that general economic conditions improved during 1934.

The depression is less depressed.

Anson W. Belding

# The Round Table

**You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.**

### Unguarded Study Room

SUPT. R. F. HANNUM, Ottumwa, Iowa:—

"Citizenship is being taught in the Ottumwa, Iowa, High School by means of an Honor Study Room with no teacher supervision. Teachers and advisers selected a tentative list of approximately four hundred pupils whom they considered sufficiently reliable to be eligible for the room. The Student Council culled many from the list, so that at present between two hundred fifty and three hundred boys and girls of the three upper grades entirely govern themselves in the honor room.

"Teachers in Ottumwa schools have received a restoration of one-half of a former salary cut which had amounted to approximately twelve per cent."

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### Child Welfare Institute

SUPT. ALBERT M. BEAN, Camden County, New Jersey:—

"A three-day Child Welfare Institute was held recently in this county. It was a co-operative enterprise sponsored by the organizations of the county interested in child welfare. The general theme was 'The Child Centred Community.' The topics of the six sessions were: 'The Child in School,' 'We Try to Understand Our Children,' 'The Child at Home,' 'Adjusting the School to the Modern Child,' 'The Child in the Modern Community,' and 'The State's Part in Child Adjustment.' Several outside speakers, including the State Commissioner of Education, were engaged.

"The attendance totaled some 2,550 persons. It seems to have been a success from every standpoint.

"Our aim was to bring together the leaders of all of the organizations in this county actively engaged in promoting child welfare and as many of the members of the associations as seemed interested in attending an institute of this nature. We hope to stimulate a keener interest in the welfare of our children to inform those present of the conditions affecting children in this locality and to stimulate a finer type of co-operation among these organizations, particularly in planning a child welfare program for the entire community.

"We are indebted to Dr. Garry C. Myers for his very stimulating and helpful suggestions in regard to child rearing, particularly in the home. Through his assistance we were able to emphasize the fact that most of our child problems may be solved by a reorganization of the methods of rearing children.

"We have every prospect of being able to effect a proper probation system for dealing with juvenile delinquents in this county, and also for the formulation of a County Council on Child Welfare, which will act as a planning and steering group for all child welfare activities. I believe that such an attempt should be made in every community where it has not heretofore been made. If it is successful in a highly industrialized community where one-fourth of the population is on relief and where nearly four thousand young people of college age are now unemployed and not attending any institution of higher learning, I am sure that it can be done in most of the communities in this country. The success of this affair may be attributed, in large part, to the magnificent financial assistance of the teachers' associations and to the active co-operation of the ninety or more Parent-Teacher Associations."

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### Business Men Donate Books

SUPT. U. C. BARNETT, Augusta, Arkansas:—

"When the annual session of school began last September one of the many problems with which we were confronted was the need of textbooks and other supplies among pupils, especially those from families that were on relief. Although the Board of Education is authorized by law to use school funds to supply books for indigent children, the chairman of the board did not hesitate to advise that money could not be spared for that purpose. We then hit upon the plan of soliciting contributions of money from business men and firms of the town to purchase individual sets of books especially for pupils of the lower grades. Names of pupils, titles and prices of texts needed were listed and presented to business men and firms with the information that such sets of books as they might agree to purchase would contain their names and be considered their property, and would be passed on to indigent children from year to year until the books were worn out. The idea went over big. Now we have in school a large number of sets of books containing the names of the donors of which the contributors are proud. These sets will remain intact each succeeding year and will solve a problem that is always with us. The plan serves to connect the local business man with the school and its interests in an unusual way. Of course at assemblies the school is reminded of these contributions by these business men and firms and they appreciate the notice of their generosity."

# The News Digest
## OF EDUCATION


## Antioch Artists
### Learn Appreciation Through Creative Effort

YELLOW SPRINGS, O. — Future engineers, economists, and physicians are alternately trying their skill at acting, painting, modeling and a half dozen other arts at Antioch College. Now in classic costume they tread the mazes of the Ratta, the Greek national dance. Again in medieval garb they go through a miracle play. It is all part of a course, elected by 180 students, which teaches appreciation of the arts largely through creative effort in each. One of Antioch's aims is to develop "in good proportion all elements of the human personality." In pursuance of this, one course in esthetics is required of all students. So popular, however, has the subject become that in addition this "activity" course, started a few seasons ago with the aid of an educational foundation, is now freely chosen by a large proportion of undergraduates. It is a survey course, intended to show how the four general art types of the world—the Primitive, Classical, Oriental, and Gothic—have arisen out of the needs of succeeding civilizations. Into the mood of each, the student must enter through his own art attempts in the various fields.

## College Oath Measure Is Killed After Students Voice Protests

ALBANY, N. Y.—The Nunan bill to require students entering institutions of higher learning supported in whole or in part by the State, to take oaths of allegiance to the State and Federal Constitutions, has been killed in committee.

The measure had been the subject of violent protests among student organizations and various groups of educational leaders. Other educational leaders had urged enactment.

The opposition had contended that the measure marked a dangerous step in the direction of limitation of academic freedom and had asserted that it smacked of "fascism." The supporters of the measure declared that any student loyal to the United States should have no objection to taking such an oath.

On two occasions groups of college students invaded the Capitol to protest. The first time, eighty-five Vassar girls came to Albany unexpectedly to attack the measure. On the second occasion an organized body of representatives of various colleges and universities swarmed over Capitol Hill to tell of their opposition.

The bill, it was said, primarily aimed to exclude Communists from the College of the City of New York, was similar in conception to the Ives teachers' oath act, which passed the Legislature twice last year and became law when the Governor signed it after once vetoing it.

## "Take It"
### Chancellor Would Sell University to State

PITTSBURGH, Pa.—If the Commonwealth of Pennsylvania wants to take over the University of Pittsburgh, it can have it, stadium and all, as far as Chancellor John G. Bowman is concerned. He was quoted by The Pitt News as saying: "The university is receiving about $500,000 a year from the State. If they'll make it $2,500,000, God bless Pennsylvania, and let them take it." He suggested only one proviso, that the university be kept free from political control. His remarks are believed to have been an outgrowth of agitation among Democratic legislators for an investigation of the university's administration following the dismissal of Professor Ralph E. Turner.

## Schools of Virgin Islands Fit Program to Local Needs

ST. CROIX, Virgin Islands.—One of the measures taken to open new opportunities for the people of the Virgin Islands is revealed in a report recently submitted to Governor Pearson by George H. Ivins, Director of Education. A vocational institute has been established in connection with the Agricultural Experiment Station on the Island of St. Croix to give training in agriculture, handicraft, and manufacture.

About fifty students are boarded at the institute, while others attend as day students. Academic instruction, following the plan of the regular senior high schools, is given in English, geography, history, science, mathematics, and languages. First-year classes receive orientation work in sugar cane culture, the machine shop, homestead farming, tailoring, husbandry, home construction, surveying, blacksmithing, shoe-making, and the raising and care of bay trees.

In the second year, students are permitted to select occupations in which they are apprenticed every other month; in the alternate months they receive academic instruction at the institute. Upon their graduation, jobs are provided.

"The vital economic program which has been promulgated under the egis of the Virgin Islands Company," Mr. Ivins stated, "and which will eventually bring back the prosperity of the islands, will be greatly retarded if the schools do not prepare men to fill the jobs and carry out the work. We are convinced that if so elementary a thing as proper husbandry will result in an adequate meat and milk supply for the natives, then the first duty of the schools is to teach it."

## Asks More Funds
### Would Increase Sum For Teacher Scholarships

BOSTON.—Dr. Payson Smith, State Commissioner of Education for Massachusetts, appeared in support of his petition to increase the appropriation for use by the Department of Education for aiding students in State teachers colleges and the Massachusetts School of Art at a hearing before the legislative committee on education. Dr. Smith pointed out that the tuition fee for the State teachers' colleges was $50, which gives the State a yearly income of $150,000. Of that amount the State allows $6,000 for scholarships. However, the State teachers' colleges do not receive any of the $6,000 for scholarships. He said that his proposed legislation calls for an increase from $6,000 to $10,000 for scholarships to include teachers' colleges.

# First Harvard Head Lost Post For Beating Aid, Says Historian

CAMBRIDGE, Mass. — Nathanial Eaton, first head of Harvard College, disciplined his assistant master with a cudgel, ran off with a good share of the college funds and died in a debtors' prison, Professor Samuel Eliot Morison, of the Harvard History Department, reveals in his recent book, "The Founding of Harvard College."

Eaton, who was an alumnus of Trinity College, Cambridge, was chosen "professor," or headmaster, of the new Colonial college in 1637, took office in 1638, and was dismissed in 1639, forcing the closing of the college for a year until Henry Dunster became the first president in 1640.

Eaton's dismissal resulted from the "cruel and barbarous beating" of one of his assistants and "other neglecting and misusing of his scholars," and the Colonial court ordered him to be fined 60 pounds sterling, but he escaped to Virginia and eventually to England, where he died in a debtors' prison. Nathanial Briscoe was the assistant who took 200 blows of a cudgel on the head and shoulders in a two-hour period while two men servants held him.

At Eaton's trial afterwards, it was brought out that his wife, who cooked for the students, fed them spoiled fish and sour bread and sometimes was short on their beer allowance for as much as a week and a half at a stretch.

## N. Y. Oath Stands

### Repeal Bill Killed In Education Committee

ALBANY, N. Y.—Friends and foes of the Ives law requiring loyalty oaths by teachers fought over the bill to repeal the measure at a public hearing recently only to be told at the end: "This repealer most definitely will not come out of committee." The statement was by Assemblyman McGrath, chairman of the Education Committee, which conducted the hearing. The repeal bill of the Ives law was introduced by Assemblyman Kaminski, Brooklyn Democrat. Speakers at the hearing ranged from educators to members of the Communist party. The exchanges were heated. Opposition to the Nunan bill, which provides that students entering colleges supported in whole or part by State funds must swear an oath of allegiance to the State and Federal Constitutions, grew as representatives from the student councils of New York University, Columbia, City College, Hunter, and Brooklyn College sent a delegation to Albany to protest passage of the bill in the State Legislature.

## Harvard's 300th

CAMBRIDGE, Mass. — President James B. Conant "sold" Harvard University to the business men of Cambridge recently. Speaking at the luncheon of the Cambridge Industrial Association, he asked the co-operation of the business community in a celebration marking the tercentenary of Harvard in 1936. He referred to the university as a "going concern operating on a $12,000,000 budget which, despite the depression, has kept up the quantity and the quality of its product." It will be more than a celebration of the founding of Harvard College in 1636 which was being considered by the committee, he said—a celebration of the 300th anniversary of the beginning of higher education in America. One feature planned is to bring together the most distinguished group of scholars and scientists ever collected in the world's history, for conferences and public lectures in the fall of 1936. These eminent men will come from Europe, the Orient, South America, and the United States.

## Pembroke Builds

PEMBROKE, Mass. — Local people are pointing with pride and satisfaction to the newly completed high school building, which provides an assembly hall for community affairs in addition to the facilities for an up-to-date school. The assembly hall has, in fact, a three-fold utility — serving for gymnasium and cafeteria as well as auditorium.

Workshops for manual training and a domestic arts laboratory are provided. There is also a built-in public address system by which radio programs from the outside or announcements from the principal's office may be communicated throughout the building.

The structure is of colonial design, one story high, in brick veneer finish, and measures approximately 120 by 60 feet.

Architects were the Frank Irving Cooper Corporation of Boston.

The work was done within the estimated cost of $90,000.

## To Spur Thought

### Worcester Academy Plans Movie Series

WORCESTER, Mass. — Worcester Academy is planning an educational experiment in character building which involves the showing and discussion of two dozen films selected from those which have appeared in the last six years. The course is designed to stimulate thought on present-day problems. Pictures selected will be condensed and arranged by Dean Howard M. LeSourd to emphasize scenes of a social significance, each showing to be followed by student discussion.

# Overalls Are Fashionable at Ozark Mountains Labor School

LITTLE ROCK, Ark. — Commonwealth College, resident labor school in the Southern Ozark Mountains of Arkansas, has carried on for nearly twelve years an experiment in co-operative living and workers' education.

On a 160-acre plot located on a bluff facing the Ouachita hills, students and teachers have built some twenty-two cottages and have extracted a living from the soil which enabled the cost of education to be kept down to a tuition charge of $40 a term.

Democracy and simplicity sound the keynote of life on the campus. Teachers receive no pay, and work side by side with students. The faculty members are known by their first names and overalls are worn at all times, even at the neighborhood square dances.

Classes are small and informal, frequently held outdoors, and the discussion animated. The curriculum emphasizes the social sciences, including economics, labor problems, sociology, history, psychology, labor law and labor journalism, and also takes in the conventional classes in languages, typing, English, and public speaking. Interest in the labor movement is the sole qualification for admission to the college.

The college is noted for its library which contains 8,000 volumes, and is one of the most expensive in the State; for its barn, the largest for miles around; for its museum of social change, for its magazine, the Windsor Quarterly.

The Carnegie Corporation of New York donated $5,000 to the library, and the American Fund for Public Service has aided the school.

## 5-Year Film Plan

### Nazi Schools Make Extensive Use of Movies

BERLIN.—A five-year plan for reform of German schools, aiming at supplementing book learning by educational films, has been put into operation by Bernhard Rust, Nazi Minister of Education. Some 2,000 schools already have been equipped with reproduction apparatus, and Rust intends to have all 50,000 schools throughout Germany equipped in the same way by 1940. Already ten educational films have been shot and 6,500 copies made. Eighty more such reels are planned for production this year.

## Discouraging

### For Young Art Students To View Masterpieces

PHILADELPHIA.—No child under seventeen should be permitted to look at works by great artists, said Boris Blai, stocky Russian-born sculptor, head of the art department of the Oak Land School and of Temple University for eight years.

Mr. Blai, who teaches 200 boys and girls ranging in age from four to sixteen, commenting on the defects of extreme progressive education, said he felt that a youngster should be compelled to learn the fundamentals of science, mathematics, and history. But he added, he believed youth should be permitted to express itself artistically and without the discouraging comparison of its work with that of masters.

"They shouldn't be permitted to decide for themselves whether they have talent or not. Nobody can compete with the child. The child, he is the real artist. He doesn't need, no, to go to museums and see the great masters.

"The boy or girl forgets, when he sees the great masters, that there have been many years before the artist painted the picture that is before the public in the gallery. We're trying to make the pupil think that everything he creates is as great as that of the accepted artist."

## Voodooists

### Of Education Hit By Hervey Allen

MIDDLEBURY, Vt. — A gibe at "voodooists of psychology and the wizards of the great racket of education who every year invent a whole new dialect of terms and abstractions to describe even the most ordinary phenomena" is taken by Hervey Allen, author of "Anthony Adverse," in a recent Middlebury College bulletin.

The text of the attack is quoted in part from a lecture by Mr. Allen, who has been on the staff of the Bread Loaf School of English and the Conference for Creative Writers for several years.

## Looking for Reds

### Wisconsin Senators To Check University

MADISON, Wis.—A searching inquiry to determine if radical-minded students and instructors populate the campuses of the University of Wisconsin and the nine state teachers' colleges appeared ready to materialize as the State Senate authorized the investigation. Senator Brunette, of Green Bay, said the resolution was intended to clear the air of charges which "have never been proved or disproved." Five Senators will be named to conduct the investigation. They will question students and instructors. That the university may have some radicals, its liberal president, Dr. Glenn Frank, admitted, adding that it also had some "whites" and "blues." Dr. Frank said he "certainly had no objection to the investigation of anything that interests any member of the Senate."


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# Finds Young People Hate Literary Diet of Classics

GLASSBORO, N. J.—A survey of the students entering the State Normal School here from high schools all over New Jersey and parts of Pennsylvania has convinced Miss Marion Emory of that school that they "hated anything classic; they hated outside reading; they plagiarized book reports; they did not think at all about what they read but rather accepted the teacher's interpretation. They believed the classics generally to be dull.

"They read some of the worst of modern literature outside school as well as some of the best," she declared. "Apparently their literature courses, instead of engendering worth-while reading tastes and habits, had exerted no such healthy influence." Yet these students were "representative" — drawn from the upper half of their high school classes.

The trouble lies partly in the fact that the "classics" have been too indiscriminatively offered to them, according to Miss Emory. "Those that seemed safe for the adolescent have been selected," she averred, "safe but not always unexpurgated; safe, but often deadly dull and moth-eaten on the edges through our own disinterest and disuse."

What young people want, she said, is "a recording of life about them, the immediate, the present. They want to read stories of men and women they can see every day on the street; of social and economic conditions such as their families are living through every day in this depression."

## EEP Lends Hand

### Emergency Education Work Costing $3,500,000

WASHINGTON.—Uncle Sam now spends about $3,500,000 a month on the Emergency Education Program. This includes the amount appropriated to aid needy college students. Lewis R. Alderman and Cyril F. Klinefelter, of the Office of Education, directors of the program, are kept busy administering this amount of money every thirty days. Right now they are kept very busy making technical interpretations of questions asked in hundreds of letters from superintendents of schools throughout the country. Many of the questions also deal with relief and must be answered by relief administrators as well. Adult education, one of the major branches of the Emergency Education Program, is doing much toward acquainting parents with what schools of today are trying to accomplish. One State superintendent reports added interest of adults not only in education for themselves but also for their children. Education in education may be a worth-while result, says the writer.

## Poor Example

### Idle Adults Not Good Character Builders

NEW YORK.—The home and community atmosphere of today is not conducive to the development of high characters in children, the Rev. Dr. L. Ernest Sunderland, superintendent of the New York Protestant Episcopal City Mission Society, said recently. "Parents and adult relatives are not able to work, hence the children see those they naturally would imitate wasting their abilities by disuse," he declared. "In the past children have been stirred to the development of their capabilities by the desire to follow the occupations of elders they most admired. They have today no worthwhile goal spurring them on in the development of their capacities."

## School of Economics

### New Institution Will Open Next Fall

PRINCETON, N. J.—Organization of the School of Economics and Politics, as a branch of the Institute for Advanced Study, of which Dr. Abraham Flexner is director, was announced at the institute headquarters on Nassau Street recently. The school will open next fall, and three men have been selected as the nucleus of its faculty. They are Winfield W. Riefler, chairman of the central statistical board and economic adviser to the executive council of the Federal Reserve Board; Edward M. Earle, professor of history at Columbia University, and David Mitrany. Mr. Mitrany, a former writer for The Manchester Guardian, has been a lecturer on economics at the London School of Economics and Politics and at Harvard University. The new school, it was said, would function much like the institute's School of Mathematics, which has Professor Albert Einstein as a member of its staff.


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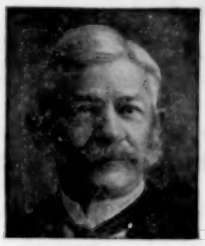

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## Walls Visible

### As London University's New Home Takes Shape

LONDON. — London University's new home is beginning to rise above the high board fences which surround its immense elongated site to the north of the British Museum. The first few tiers of white Portland stone to appear are London's first sight of an architectural enterprise greater than anything the capital has known since Barry built the Houses of Parliament. The University of London is the largest in the empire. It has research facilities such as exist in few other capitals anywhere in the world. Its 11,000 internal students include a third of all the students who come from overseas to take their degrees in England. London University has never had a central home of its own, but has been an invisible system of scattered colleges lost from sight in the vast sprawling area of the metropolis; this building is only the first of the eleven sections in which the great scheme is to be completed some twenty years from now.

## Back to Classes

### Town Told to Reinstate Four Married Teachers

TRENTON, N. J.—Ruling that marriage did not constitute "inefficiency, incapacity, or conduct unbecoming a teacher," Dr. Charles H. Elliott, State Commissioner of Education, ordered recently that Wildwood authorities reinstate four women teachers dismissed last fall because their husbands were able to support them. Mary McKerihan, Elsie Hokanson, Beatrice M. Sharp, and Aline Sheffey Walker were dropped after the Wildwood School Board adopted a resolution decreeing that teachers whose husbands earn enough money at their own occupations to support a family might be discharged. Dr. Elliott observed that counsel for the School Board had argued the procedure was "a matter of sound public policy," but had failed to cite any previous rulings to support the view. He asserted that even if such dismissals were legal, they could not be effected without a public hearing.

## Give Pointers

### College Undergrads Aid H. S. Student Government

MEDFORD, Mass.—To assist in the formation of a system of student government in Medford High School, two seniors of Boston University's College of Business Administration spoke at the high school on the subject of student counseling. Palmer D. Scammell, of Milton, and Ruth Lillemoen, of Watertown, were selected by Dean Everett W. Lord at the request of Headmaster Ralph L. Kendall, of Medford High School. Miss Lillemoen, secretary of her class, has been a member of the college's house of representatives for four years, and was last year a member of the dean's cabinet. Palmer D. Scammell, now on the All-University Student Athletic Council, is also in the house of representatives during his four years and was on the dean's cabinet.

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## Open Challenge

### West Point "Mathletes" Would Meet All Sum-ers

WASHINGTON. — West Point's "mathletes"—a word coined by the cadets—are ready to meet those of any educational institution in a mathematical contest. The challenge to all comers (or sum-ers) has been posted with Congress by Major General William D. Connor, superintendent of the Military Academy, who initiated a mathematical contest with Harvard in 1933 which the cadets won. General Connor said it created as much enthusiasm at "the Point" as Army's winning an annual football classic from the Navy. He is endeavoring to arrange another "math" contest with Harvard this year.

## Pants and Poultry

ATHENS, Ga.—At the University of Georgia a co-operative pressing association has recently been formed to enable its student workers to press their way through college on a profit-sharing basis, by keeping their classmates' tuxedos in order. Meanwhile, at Rutgers University, in New Jersey, seven agricultural students are earning their meals, books, and clothes through a poultry business. The boys, who brought their own chickens to college in the fall, care for them in poultry houses donated for the purpose, and sell their eggs at retail on routes they have built up for themselves.

## Protest Name

### Pupils Embarrassed By "Woodhead Street"

HOUSTON, Tex.—Fifty children of the Sidney Lanier Junior High School went before the City Council recently to air a grievance. "And what," asked Acting Mayor Walter Pierson, "do you children want of the council?" Betty Trickett, twelve years old, stepped forward. She said they wanted the name of the street in front of their school changed. "And what is the name of the street?" asked the Acting Mayor. "Woodhead," the girl replied sheepishly, "and it has caused the students a lot of embarrassment." The council took the request under serious advisement.

## Longer Term

### Considered for Vermont Schools

MONTPELIER, Vt. — Vermont is considering a system of State aid to schools much like that of New York State. A bill before the Legislature, on which favorable action is expected, provides that aid be distributed so as to insure a minimum school program on the basis of the number of "equated" pupils in each town. Other bills propose increasing the minimum school year from thirty-four to thirty-six weeks and the minimum teacher's salary to $15 a week.

# The Alcove for New Books

## Our Nation Thus Far

SINCE WE BECAME A NATION. By Daniel C. Knowlton, Professor of Education, New York University; Mary Harden, Director of Social Studies, Horace Mann School, Teachers College, Columbia University. Cincinnati, Chicago, Boston, Atlanta, New York: American Book Company.

This is the fourth and crowning volume in the series titled "The Westward March of Man." The entire set of texts reflects that longer, broader concept of American history which has been forced upon us by the tragic events of 1914 to 1918.

"Since We Became a Nation" excels in vividness of narrative. The pupil is made to feel that he himself is somehow participating in events and movements most of which took place before he was born.

Scenes are made specially graphic by the liberal use of source material—documents, dialogue, and the like.

Like all good history texts which undertake to bring the record down to date, this one points out present-day problems and by no means leaves the pupil with an impression that history ended with the final page. In other words—this text fails to shut history into a watertight compartment of the past. Instead, it merges the past with the present and the future, making one continuous, expanding stream of human experience.

"Since We Became a Nation" is a vivid, authentic portrayal of the historic background which every young person in the United States needs to know if he is to become a well-informed right-minded citizen.

• •

## An Outlook on Science

USEFUL SCIENCE FOR HIGH SCHOOL. By Henry T. Weed, Head of Science Department, Girls' Commercial High School, Brooklyn, N. Y.; Frank A. Rexford, Educational Director, Museum of City of New York; Franklin B. Carroll, Head Department of Science, Frankford High School, Philadelphia, Pa. Chicago, Atlanta, San Francisco, Dallas, Toronto, Philadelphia: The John C. Winston Company.

"Useful Science for High School" is an unusually comprehensive, well organized and alluring text in general science.

The natural curiosities of the young person regarding his environment have here been skillfully enlisted as motivation for the study of basic principles of science.

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The study of general science should furnish a foundation of knowledge and understanding from which the high school graduate may extend his scientific inquiries, whether in college or through private reading. It should also impart a respect for scientific method and some elementary experience in using that method. The present text is well adapted to this purpose.

The laws of the physical universe are seen in operation—from the air we breathe to the plants that feed us and the stars that light our evening skies. What a panorama of reality and mankind's attempts to fathom and control it.

• •

## News-Writing and Editing

JOURNALISM FOR HIGH SCHOOLS. By William N. Otto, Southbridge High School, Indianapolis, Indiana; Mary E. Marye, formerly J. Sterling Morton High School, Cicero, Illinois. New York, Chicago: Harcourt, Brace and Company.

Few activities in the modern high school are comparable with the editing and publishing of the school newspaper, for all-around training in the prompt and careful performance of a real and exacting task. The majority of high school journalists never take up newspaper work as a career; but whether they do or not they learn many things which stand them in good stead throughout life.

This text by Otto and Marye is equally adaptable to the needs of the school that already has its own newspaper or to the one that takes its journalism in the less concrete fashion of an exercise in English. Part one deals with writing the news; part two treats of producing and distributing the newspaper.

There is a profusion of illustrations taken from school papers and the commercial press. The student sees new meaning in the rules of English composition as he seeks to apply them to news-writing requirements. He learns to weigh news values and to consider the elements that make for interesting reading. He learns to meet specifications as to length and manner of handling.

This has every appearance of a reliable, complete and thoroughly serviceable manual for the amateur editor or news writer. It contains a multitude of suggestions which look toward raising the level of newspaper-making in the high schools and toward a fuller realization of the educational possibilities inherent in the journalism class or club.

We heartily commend the book and the activity for which it stands. In them both are the seeds of truth-seeking, truth-telling Americanism; purposeful intellectual labor meeting the hard test of print and the scrutiny of many eyes.

• •

## Lowell's Philosophy

AT WAR WITH ACADEMIC TRADITIONS. By A. Lawrence Lowell, President Emeritus of Harvard University. Cambridge, Mass.: Harvard University Press.

Into this volume Dr. Lowell has assembled a number of documents and addresses of his own making that have influenced educational history in the United States.

President Eliot had vastly broadened the scope of Harvard University; had recognized the value of all studies; and had perhaps stressed studies rather than students. Eliot's view was that a university was a place of boundless opportunity — existing for those who could step up and take it.

President Lowell visioned the student as the real unit. Yet he emphasized studies and scholarship, and developed both at Harvard. He did not leave the student unguided in his efforts to select a set of studies. He insisted upon a more balanced ration than the liberal elective system of Eliot's time had prescribed.

Lowell's philosophy of education is here brought together for the first time in a single book. What were Lowell's aspirations for betterment of the service rendered by Harvard? What did he regard as the purpose for which a university exists? Wherein did he believe American universities had fallen short? What was the object of his "house plan"? What did he think of graduate schools? What did he aim to achieve as compared with what he did achieve?

A. Lawrence Lowell has left his indelible marks upon Harvard and upon professional thought regarding education. Where he broke with tradition it was because he felt tradition was wrong or could be improved upon by intelligent recasting. A vigorous, creative artist working under the critical eyes of educationists in this country and abroad, Dr. Lowell made his distinctive contribution — different from that of Eliot—different, too, from that which Dr. Conant has begun to make.

Dr. Lowell's expositions are not hard to read. He thinks clearly, says things plainly, sometimes brilliantly.

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# *Grins Between Grinds*

### Afraid to Disappoint Her?

At an eating competition, a collier succeeded in disposing of a leg of mutton, a loaf of bread, and a plentiful supply of vegetables, finishing up with a substantial plum pudding.

He was declared the winner.

When going home, he said to some of his admirers: "Now, lads, don't yo say nothing about this to my missus, or she won't gi'e me no supper."

• •

### Knew His Rights

"Willie," cried his mother, "come into the house this very minute. I have some errands for you to do."

"Why, mother!" exclaimed Willie, "I want to grow up to be a law-abiding citizen, and dad says the New Deal forbids child labor."

### Blankety Blank

The Public Works headquarters at Washington received from a man in the field the following letter, which explains itself: "I am sending you the accident report on when Mike Casey hurt his foot when he hit it with his pick. The blank has a place for 'Remarks' but what I wish you would explain is whether you want mine or Casey's."

• •

### Bible Couples

It was Sunday morning in a men's class in an English church school.

"Will you please tell me," said a member to the teacher, "how far in actual miles Dan is from Beersheba? All my life I have heard the familiar phrase 'from Dan to Beersheba,' but I have never known the distance."

Before the answer could be given, another member arose in the back of the room, and inquired:

"Do I understand that Dan and Beersheba are the names of places?"

"Yes."

"That is one on me. I always thought that they were husband and wife, like Sodom and Gomorrah."

### Defective

"What part of the car causes the most automobile accidents?"

"The nut that holds the steering wheel."

• •

### Hypochondriac

He was one of those nervous persons whose imagination, at times, afflicts them with all kinds of ills which never materialize. One afternoon, long before his usual hour for returning from work, he staggered into the house. He was bent forward. He tottered to a chair and, still curled into a half-moon shape, dropped into it.

"Mary!" he gasped, "it's come at last. There was no warning. All of a sudden I found I couldn't straighten up. I can't lift my head. Hurry for the doctor."

When the doctor had seen the patient, Mrs. Jones inquired, fearing the worst: "Is there any hope?"

"Well," said the doctor, "it will help a good deal if he will unhitch the third buttonhole of his vest from the top button of his trousers."

# The JOURNAL of EDUCATION

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## *Contents for April 15, 1935*


LET'S SAY WHAT WE MEAN 213
Ridgley C. Clark

GRADUATION MINUS BOREDOM 215
Florence D. Conlon

KEEP YOUR PUBLIC POSTED 217
Daniel P. Eginton

BEREA STANDS FOR SERVICE 219
Albert J. Chidester

YOU 220
Haydn S. Pearson

LEGAL PROOF 221
M. W. Muldoon

THE ROUND TABLE 222
Supt. A. J. Stoddard, Supt. Samuel Engle Burr, A. B. Meredith, State Commissioner E. W. Butterfield, Supt. William H. Holmes, Thomas C. Barham, Jr.

ALL IN THE DAY'S WORK 223
Francis Read

THE TEACHER AND THE TIMES 224
No Dictator
That American Ideal Again
The National Basket
Feverish Europe
Freedom and Loyalty
"Dripping Daggers"

MAKERS OF BETTER SCHOOLS 226

THE NEWS DIGEST 227

THE ALCOVE FOR NEW BOOKS 233

GRINS BETWEEN GRINDS 234



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## *The Editors Say...*

The response to our latest venture, "The Teacher and the Times," has been immediate, enthusiastic and gratifying. Many letters have come from readers who not only approve the idea itself but are kind enough to declare the first installment well done and very promising. Some have suggested other topics and points of view.

We wanted some sparks of controversy to fly over into the Round Table, and, sure enough, some did!

All of which confirms our belief that the hour has come for the JOURNAL OF EDUCATION to open its columns even more widely to the frank discussion of social problems as these are related to the schools.

How to make education truly effective for life—life of the individual and of the community—is the question which constantly concerns us all. Your JOURNAL OF EDUCATION is trying to do its bit along these lines, and to do it a bit better with each issue.

•

## *Treasure Hunt*

Golden nuggets of up-to-date information are always to be found in our advertising pages. We know of no firm employing this publication as an advertising medium that is not on its toes to serve you with high grade material.

But you are waiting to be off on another of our famous little Treasure Hunts, so here's the signal.

Somewhere in an advertisement in this issue there's a sequence of four words which, if the type were pied, might look like this:—

**srautedeiviyistirentcinag**

Straighten the letters around, and name the advertisement in which the words appear.

Mail your answer to JOURNAL OF EDUCATION Treasure Hunt, Six Park Street, Boston.

Now here's a sensation!

*This time, every one* mailing the correct answer on or before April 30 will win a four months' subscription to this magazine. This he may either give to a friend or—*if he has never won before*—claim as credit for himself.

Answers must be mailed not later than May 7.

Answer to Treasure Hunt of March 18 was "Sight-Saving Typography," found on page 176 of that issue.